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ABSTRACT

A compilation of material prepared for the prevention of sexual abuse of children and youth is presented in this resource manual. A brief introduction to the prevention of sexual assault leads into discussion of ten references useful for preschool, elementary, and secondary settings. Titles and descriptions of curricula and activities are presented for the following resources: (1) Child Sexual Abuse Prevention Project: An Educational Program for Children, (2) Feelings and Your Body: A Prevention Curriculum for Pre-Schoolers, (3) No Easy Answers: A Sexual Abuse Prevention Curriculum for Junior and Senior High Students, (4) Preventing Sexual Abuse of Children: A Curriculum for K-6 and 7-12 Grades, (5) Sexual Abuse Prevention: A Unit in Safety, (6) Sourcebook for Educators: Sexual Assault Prevention for Adolescents, (7) Special Education Curriculum on Sexual Exploitation, (8) Strategies for Free Children: A Leader's Guide to Child Assault Prevention, (9) Talking about Touching: A Personal Safety Curriculum, and (10) Talking about Touching with Pre-Schoolers: A Personal Safety Curriculum. Information concerning purchase is provided for each reference. Two organizations that loan curricula are also listed, and a brief questionnaire for evaluating curricula on abuse of children and youth is included. (BJD)

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Curricula for the Prevention of Sexual Abuse of Children and Youth

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PS 014160

CURRICULA FOR PREVENTION OF SEXUAL ABUSE OF CHILDREN AND YOUTH

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INTRODUCTION

This publication includes descriptions of several curricula for the prevention of the sexual abuse of children and youth. The emphasis is on curricula for the classroom including preschool, elementary and secondary settings. While several bibliographies and descriptions of books and audiovisuals on sexual abuse prevention exist, we think this is the first listing of entire curricula.

The purpose and content of each curricula are described with no attempt made to evaluate each one. Suggested guidelines for evaluating curricula are included. Publishers and distribtors are listed for each and inquiries regarding purchasing should be made directly to them. Two sources that loan curricula in the Northwest are described.

Many of the curricula are from Washington State and this collection is probably incomplete. If you are aware of any additional curricula for the prevention of sexual abuse, please let us know.

Single copies of this publication are available at no charge to interested individuals and organizations in Alaska, Idaho, Oregon and Washington. For a copy, contact:

Paul Gregorio
Northwest Resource Center For Children,
Youth And Families
School of Social Work JH-30
University of Washington
Seattle, WA 98195
(206) 545-1631

PREVENTING SEXUAL ASSAULT

"My seven-year-old daughter was watching TV with her 25-year-old Uncle Pete. He was babysitting her while we were at the movies. Mary is an active child who really likes her uncle because he wrestles with her. That night, Mary and Pete had a good time wrestling together during the commercials, but things got out of hand. Pete asked Mary to take her clothes off while they wrestled. He told her that she could watch TV until 11:00 if she did. Mary thought of all those late programs she doesn't usually get to watch--then she thought about the request, got a 'funny feeling,' as she put it, and told him she didn't want to, and went to bed. The next morning she said to me, 'Mom, Uncle Pete asked me to do those funny things you told me about.' When I asked her what she meant, she said, 'Oh, you know--he wanted me to take my clothes off, but I didn't do it. Are you going to talk to him?' 'Yes, I am,' I told her, 'I'm sure glad you told me.' She gave me a hug and and said, 'Well you know, Mom, he told me not to tell.'"

Mary was able to prevent a potential sexual assault. She was able to react before she was trapped by uncertainty, shame, or confusion. She knew that her mother would want to hear about what happened, and would believe her. Mary was not taken totally by surprise because her teachers at school and her parents had provided her with information about sexual assault.

Mary is unusual. Most children have not practiced the skills which enabled her to prevent a sexual assault:

- Recognizing that Pete's request was a bribe, that it was "funny"
- Saying "No"
- Telling her Mom
- Knowing it was Pete's problem, not her own fault

But sexual assault is not unusual. Young children and teenagers are assaulted in every community, every day. The form of sexual assault may differ, but statistics show that approximately one in four girls and one in eleven boys are sexually assaulted before reaching the age of eighteen. It is a problem we can no longer close our eyes to.

There is something we can do. Accurate information on sexual assault can be a part of every primary and secondary school curriculum. Parents can incorporate information about sexual assault into their general teachings on personal safety. Traditionally, both schools and parents have begun from the perspective of strangers, warning children to stay away from, beware of and look out for strangers.

However, studies have revealed that sexual offenders are known to the child about 85 percent of the time.

Having acccurate information about sexual assault can influence a child's response to an approach from an offender. Some assaults will be prevented because children who have some awareness of the problem are better able to protect themselves. Other assaults will be less serious, because the child will become more likely to talk about it--more likely to ask for help. Not saying anything about sexual assault leaves children much more vulnerable than they need to be.

There are many ways our children can protect themselves. The following materials were designed to assist in the goal of providing information to children and teenagers about sexual assault.

CHILD SEXUAL ABUSE PREVENTION PROJECT: AN EDUCATIONAL PROGRAM FOR CHILDREN, Cordelia Kent, Hennepin County Attorney's Office, 1979, 120 pages.

The purpose of this sourcebook is to facilitate communication with children about sexual exploitation and to share information with parents and professionals who work with children. The eight activities are designed for students in kindergarten through third grade with modifications for upper elementary, as well as junior and senior high school students. The activities are grouped around eight topics:

Topic #1: Definitions of Sexual Assault Terms

Topic #2: Differences in Touch

Topic #3: Reactions and Reporting Sources

Topic #4: Offenders

Topic #5: Trusting Senses

Topic #6: General Prevention Related to Strangers

Topic #7: Helping Friends

Topic #8: Portrait of Victims

Modifications for grades four to six are included for each of the topics. General activity sheets for junior and senior high include additional activities.

Included in the sourcebook is The Touch Continuum which was designed as an educational tool to assist in explaining the difference between good and bad touch. A poster of The Touch Continuum is included.

The sourcebook contains sections on sexual assault information for teachers, and teacher guidelines. Also included is a section on "What Students Say--and How to Respond."

Background on the Child Sexual Abuse Prevention Project and Resources are also included.

For ordering information, contact:

Hennepin County Sexual Assault Services
County Attorney's Office
2000-C Government Center
Minneapolis, MN 55487

FEELINGS AND YOUR BODY: A PREVENTION CURRICULUM FOR PRESCHOOLERS, Shelly McFaddin, Whatcom County Opportunity Council, 1982, 9 pages.

This is a curriculum designed to teach sexual abuse prevention skills to 4-5 year olds. It stresses the child's right to feeling and to say "no" in certain situations. The curriculum introduces the concept of private zones, assertiveness, and community support systems.

Various books, audiovisuals and role-playing games are organized in five daily lesson plans.

Day 1: Feelings

Day 2: Feelings, continued

Day 3: Community Support Systems and Assertiveness

Day 4: Private Parts and the Right to Say No

Day 5: Saying No and Identifying Problem Situations

Each lesson includes discussion questions. Materials for teachers include general information on child sexual abuse, how to help child victims, and resources.

To purchase, contact:

Whatcom County Opportunity Council
Coalition for Child Advocacy
P.O. Box 159
Bellingham, WA 98227
(206) 734-5121

NO EASY ANSWERS: A SEXUAL ABUSE PREVENTION CURRICULUM FOR JUNIOR AND SENIOR HIGH STUDENTS, Cordelia Anderson Kent, Illusion Theater, 1982, 208 pages.

The purpose of this curriculum is to help students develop skills in the communication of their feelings, attitudes and expectations related to sexuality and the exploitative or abusive use of sex. It aims to provide students with protection and prevention skills. It utilizes The Touch Continuum (see **CHILD SEXUAL ABUSE PREVENTION PROJECT: AN EDUCATIONAL PROGRAM FOR CHILDREN**) to demonstrate the differences between intimacy and exploitive touch.

The curriculum is composed of twenty lessons to be covered between five and fifteen class periods. The lessons are:

Lesson #1: Definitions
Lesson #2: Receiving Messages
Lesson #3: Myths and Facts
Lesson #4: Themes in Advertising
Lesson #5: Expressions of Sexuality
Lesson #6: Strengths and Vulnerabilities
Lesson #7: Problem Solving
Lesson #8: Acquaintance Rape Dynamics
Lesson #9: Assertiveness
Lesson #10: Touch Continuum
Lesson #11: Communication
Lesson #12: Touch in Families
Lesson #13: Incest Dynamics
Lesson #14: Sex Offenders
Lesson #15: Protection
Lesson #16: Helping a Friend
Lesson #17: Resources
Lesson #18: Reporting Procedures
Lesson #19: Personal Body Safety
Lesson #20: Prevention

Each lesson includes objectives, introduction for teachers about the lesson content, and activity options within the lesson. Also included are student handouts and a reference guide for teaching.

A section on "Teaching Guidelines" includes information for teachers and suggestions for transitions between lessons.

To order contact:

Illusion Theater
528 Hennepin Avenue, Room 309
Minneapolis, MN 55403
(612) 339-4944

PREVENTING SEXUAL ABUSE OF CHILDREN: A CURRICULUM FOR K-6 AND 7-12 GRADES, Marcia K. Morgan, Council on Domestic Violence and Sexual Assault, 1983, 82 pages.

This curriculum includes activities and materials for sexual abuse prevention for elementary and secondary school age children and youth. The curriculum is structured on a five-day sequence. Goals include:

Day 1: To gain a basic understanding of sexual abuse and touching problems with strangers.

Day 2: To gain a basic understanding of touching problems with adults the child knows.

Day 3: To gain a basic understanding of touching problems with adults the child knows very well.

Day 4: To gain a basic understanding of a touching problem with any adult.

Day 5: To know how to respond and who to tell if confronted with a touching problem.

The lesson plans for elementary school children include 24 activities during the five-day period. Activities include paper and pencil exercises, puzzles, songs, storytelling and audiovisuals. A pre-test and post-test is included.

The lesson plans for secondary school youth include 20 activities during the five-day period. These include arts and crafts, role-playing and audiovisuals. A pre-test and post-test for this age group is included.

The publication also includes definitions of sexual abuse, additional activities and resources.

To purchase, contact:

Council on Domestic and Sexual Assault
Department of Public Safety
Pouch N
Juneau, AK 99811

SEXUAL ABUSE PREVENTION: A UNIT IN SAFETY, Joan Clair, Nancy Jensen, Barb Schwartz, and Katie Tamada, Renton School District No. 403, 1981, 21 pages.

This unit was designed to be an addition to the safety component of a second grade health education curriculum. The goals are:

1. To provide students with an understanding of the concepts of sexual abuse
2. To provide students wtih some specific techniques and skills that may help them avoid or get out of unsafe situations
3. To encourage students to talk to their parents or another trusted adult if they have experienced any form of sexual abuse
4. To introduce the concept that if they have been sexually abused, it is not their fault

This unit includes six sequential classroom activities to be spaced over a period of one to two weeks:

Activity #1: Differences in Touch

Activity #2: Who Is An Offender?

Activity #3: Learning to Say No

Activity #4: Who To Tell, How To Tell

Activity #5: Remembering the Description

Activity #6: Review Activity

The activities utilize "Touch Posters" and outside visitors.

A history of the development of the unit is included.

To purchase, contact:

Department of Curriculum and Instruction
Renton School District No. 403
437 Main Street, South
Renton, WA 98055

SOURCEBOOK FOR EDUCATORS: SEXUAL ASSAULT PREVENTION FOR ADOLESCENTS, Susan de Alcorn, Pierce County Rape Relief, 1982, 371 pages.

This sourcebook was developed as a tool for presenting sexual assault education to teens. The objectives of the material are to assist teachers in:

1. Helping students gain an understanding of sexual assault
2. Helping students develop skills which may help them avoid becoming a victim of sexual assault
3. Helping students develop skills to deal with sexual assault if they are victims
4. Helping students learn how and where to report sexual assault
5. Helping students realize they are not at fault if they are victims of sexual assault

The sourcebook includes 21 activities:

Activity 1: Brainstorming Rules
Activity 2: Sexual Assault Terms
Activity 3: Myths and Facts About Sexual Assault
Activity 4: Study Guide for "A Historical, Sociological Overview of Sexual Assault"
Activity 5: Study Guide for "Acquaitance Rape"
Activity 6: Analyzing Rape Laws
Activity 7: Sexual Assault Laws - A Research Report
Activity 8: Alligator River Story
Activity 9: Sex Role Stereotypes
Activity 10: Male Sexual Access Right to Females
Activity 11: Violence and Sexism
Activity 12: Peer Pressure - Choosing Alternatives
Activity 13: Assertive Questionnaire
Activity 14: Passive, Agressive, or Assertive Responses
Activity 15: Building a Personal Bill of Rights
Activity 16: Developing Awareness Skills
Activity 17: "What If" Situations
Activity 18: Safety Questionnaires
Activity 19: Role-Playing - "Telling Someone"
Activity 20: How to Find Help
Activity 21: The Legal Bias Against Rape Victims - "Was He Asking For It?"

Each activity includes objectives, preparation, and resources. Optional lesson plans are included for:

1 day:	Junior or Senior High
3 days:	Junior or Senior High
1 week:	Junior High
1 week:	Senior High

The sourcebook also includes sections on teacher preparation, background information and resources.

Available in a three-ring notebook from:

Pierce County Rape Relief
Allenmore Medical Center
Building B, Suite 2002
19th and Union
Tacoma, WA 98405

SPECIAL EDUCATION CURRICULUM ON SEXUAL EXPLOITATION, Ellen Ryerson, Seattle Rape Relief, Comprehensive Health Education Foundation, 1979, 2 kits.

This curriculum is aimed at handicapped students in elementary and secondary grade levels. The curriculum goals are:

1. To increase student awareness about the problems of sexual exploitation
2. To increase student skill and ability to avoid or prevent various types of sexual exploitation
3. To increase student knowledge concerning how and where to report incidents of sexual exploitation

The Level I kit is aimed at children between six and eleven and consists of the following:

Unit 1: Identifying Relationships
Unit 2: Precautions to Take With Strangers
Unit 3: Private Body Parts
Unit 4: Saying No
Unit 5: Reporting Sexual Exploitation

The Level II kit is aimed at youth between 12 and 19 and consists of the following:

Unit 6: Private Body Parts
Unit 7: Saying No
Unit 8: Travel Safety
Unit 9: Self Protection in Social Situations
Unit 10: Home Safety
Unit 11: Authority Figures
Unit 12: Sexual Exploitation as an Exchange for Favors, Gifts or Kindness
Unit 13: Protecting Personal Information
Unit 14: Reporting Sexual Exploitation

Each kit contains a Teachers Guide which includes specific lesson plans, pre- and post-tests, and resource lists. Each kit contains audiovisuals and accompanying narratives, body maps (human body outline with overlays), and brochures for parents.

To purchase, contact:

Comprehensive Health Education Foundation
20832 Pacific Highway South
Seattle, WA 98188
(206) 824-2907

STRATEGIES FOR FREE CHILDREN: A LEADER'S GUIDE TO CHILD ASSAULT PREVENTION, Sally Cooper, Yvonne Lutter, and Cathy Phelps, Child Assault Prevention Project, 1983, 265 pages.

This publication is a manual for teachers and other professionals who work with elementary school aged children. The curriculum is centered on a series of one-hour workshops for children in kindergarten through sixth grade. The goals of the children's workshops are:

1. To help children identify potentially threatening situations
2. To enable children to strategize realistic options
3. To model alternative behavior
4. To provide children with an opportunity to practice alternative behavior

The workshops include a facilitator and two people to role-play children. The role-plays include:

1. "Child Against Child"
2. "Stranger Against Child"
3. "Known Adult Against Child"
4. "Telling A Trusted Adult"

This publication also includes information on starting a prevention program, self-defense techniques for children, and information on adult workshops. The appendices include sample parental permission slips, suggested follow-up activities, and an evaluation of the children's workshops.

To purchase, contact:

Child Assault Prevention Project
Women Against Rape
P.O. Box 02084
Columbus, OH 43202
(614) 291-9751

TALKING ABOUT TOUCHING: A PERSONAL SAFETY CURRICULUM, Ruth Harms and Donna James, revised by Ann Downer, Judicial Advocates' Committee for Children, 1983, 85 pages.

This curriculum is designed to help children learn to protect themselves from sexual exploitation. It consists of lessons for use with students from kindergarten through sixth grade. Each lesson consists of a photograph with objectives, notes to the teacher, a story and discussion questions.

The curriculum is divided into four units:

Unit I. Personal Safety and Decision Making. The goal of this unit is to strengthen a child's decision-making ability. Lessons include:

Lesson 1: Introduction to Personal Safety
Lesson 2: Shortcut Through the Park
Lesson 3: Answering the Door
Lesson 4: Giving Personal Information
Lesson 5: Woman Asking for Directions
Lesson 6: The Broken Bike Chain
Lesson 7: Money As a Bribe
Lesson 8: Babysitting Safety
Lesson 9: Hitchkiking

Unit II. Touching. The goal of this unit is to strengthen children's ability to distinguish between appropriate and inappropriate touch.

Lesson 1: The Touch Continuum
Lesson 2: Mother and Son Hugging
Lesson 3: Tickling
Lesson 4: Man Trying to Trick Girl
Lesson 5: Private Body Parts
Lesson 6: Girls Fighting
Lesson 7: Changing Baby's Diapers
Lesson 8: Sitting on Grandfather's Lap
Lesson 9: Doctor's Office
Lesson 10: Bad Secrets
Lesson 11: Wrestling
Lesson 12: Public Restroom
Lesson 13: Confronting a Friend
Lesson 14: Tucking a Child into Bed
Lesson 15: Sitting on Father's Lap

Unit III. Assertiveness. The goal of this unit is to strengthen a child's assertiveness skills.

Lesson 1: Introduction to Assertiveness
Lesson 2: Saying "No" to a Friend
Lesson 3: Man Taking Photo of a Girl
Lesson 4: The Slide
Lesson 5: Lilly
Lesson 6: On the Bus
Lesson 7: Babysitter's Bribe

Unit IV. Support Systems. The goal of this unit is to familiarize students with resources for advice and help in solving problems.

Lesson 1: Introduction to Support Systems
Lesson 2: The Family
Lesson 3: Friends
Lessons 4&5: The Police
Lesson 6: The Teacher
Lesson 7: Babysitter

Additional activities are included at the end of each unit. A resource list is also included. Curriculum comes in a three-ring notebook with laminated pages.

To purchase, contact:

Committee For Children
P.O. Box 15190
Seattle, WA 98115
(206) 524-6020

TALKING ABOUT TOUCHING WITH PRE-SCHOOLERS: A PERSONAL SAFETY CURRICULUM, adapted by Margaret Schonfield from **TALKING ABOUT TOUCHING: A PERSONAL SAFETY CURRICULUM** by Ruth Harms and Donna James, Committee For Children, 1983, 41 pages.

The purpose of this curriculum is to teach pre-school age children to protect themselves from sexual exploitation. It takes between three to six weeks to complete and is intended to be integrated into the safety program in a day care of pre-school setting.

The curriculum consists of twenty-three lessons groups in three units:

Unit I. Touching: Children Have a Right to Their Own Bodies.

Lesson 1: Personal Safety
Lesson 2: Touching
Lesson 3: Mother and Son Hugging
Lesson 4: Children Pushing
Lesson 5: Tickling
Lesson 6: Children at the Pool
Lesson 7: Changing the Baby's Diapers
Lesson 8 Sitting on Father's Lap
Lesson 9: The Babysitter
Lesson 10: Tucking Child Into Bed

Unit II. Saying No: Teaching Assertiveness Skills

Lesson 1: Saying No
Lesson 2: Bullies at the Swing
Lesson 3: Assertive Girl
Lesson 4: Answering the Phone
Lesson 5: Babysitter's Bribe
Lesson 6: Public Restroom
Lesson 7: At the Movies

Unit III. Telling: Making Decisions About When, Who and How to Tell About Exploitive Situations.

Lesson 1: Family
Lesson 2: Candy from Strangers
Lesson 3: The Secret
Lesson 4: Child and the Kittens
Lesson 5: Women Asking for Directions
Lesson 6: Is It Too Late to Tell?

Each lesson takes about fifteen minutes and includes objectives, an illustration and story, notes to the teacher, and discussion questions.

A Teacher's Guide includes general information about sexual abuse, responsibilities for reporting, identifying and on-going respones to the sexually abused child, and dealing with parent fears about the curriculum. Resources are also included.

To purchase, contact:

Committee For Children
P.O. Box 15190
Seattle, WA 98115
(206) 524-6020

SUGGESTED GUIDELINES FOR EVALUATING CURRICULA ON SEXUAL ABUSE OF CHILDREN AND YOUTH

The following guidelines are intended to help you assess curricula. Each item is an important element in meeting the objective of helping children and youth to recognize and avoid sexual abuse, not in a way that causes them to be fearful or mistrustful, but in a way that increases their security and competence in the world.

A. Definition and Information

1. Sexual abuse is defined in terms appropriate to the age of the students. Yes __ No __

2. The definition includes a range of forms of sexual offenses and provides examples. Yes __ No __

3. People they know (acquaintances, friends and family members) are emphasized as the most likely offenders. Yes __ No __

4. It is emphasized that sexual abuse of children is most likely to involve bribes, threats and authority rather than physical force. Yes __ No __

5. Students are given language to enable them to talk about sexual abuse (including names of their body parts). Yes __ No __

6. The offender is clearly responsible for sexual abuse. The child is not to blame. Yes __ No __

B. Skills

1. The student's skills are increased in recognizing potentially abusive situations which range from non-touching to touching offenses. Yes __ No __

2. The student's skills are increased in avoiding abusive situations. (New skills may include questioning confusing behavior, seeking help from others, saying no and other assertive responses and/or self defense.) Yes __ No __

3. The student's skills are increased in identifying people at home and in their community who can help. Yes __ No __

4. Students are given practice, role plays or sample phrases in how to tell a helping person if abuse occurs or if they are confused or afraid. Yes __ No __

5. Students are encouraged to tell and keep telling until someone helps. Yes __ No __

6. Students are encouraged to tell even if the abuse has stopped. It is never too late to tell. Yes __ No __

C. Style of Presentation

1. The tone is not frightening to the child. Yes __ No __

2. The material is culturally relevant. Yes __ No __

3. Stereotypes of race, ethnicity, age or sex are not used. Yes __ No __

4. There is time for questions and discussion. Yes __ No __

5. The material is sensitive to the probability that there are students in the class who have been sexually abused. Yes __ No __

Structure

In order for a sexual abuse education program to have maximum effectiveness in a school setting, the following elements are essential:

A. The teachers in the school should receive training in sexual abuse recognition, prevention and helping the abused child in the classroom. If the teachers are not comfortable with and knowledgeable about the material, it follows that the children will not be comfortable discussing their personal concerns with the teachers.

B. The school counselors, nurses, and consulting physicians should also receive training, as they are an integral part of the team. These people need specialized training in identification, reporting, and treatment of sexually abused children. Since a child may tell anyone in the school setting it is recommended that all school pesonnel be included in the training.

C. The material needs to be presented as a routine part of the general educational curriculum in all 12 grade levels. Children do not learn well from one-time presentations. They need to hear this information continuously throughout their developmental stages in order to maximize educational reinforcement.

D. The program should involve the parents. It is crucial that the parents be aware and supportive of what their children are learning. In-home conversations and reinforcement are important links in the learning process.

E. Each school should review its own means for responding to an abused child as well as the state and community resources available to provide assistance. Additionally each school should have a working policy for implementing the mandatory child abuse reporting laws of its state.

SOURCES THAT LOAN CURRICULA

Some of the curricula described are available for loan from the following organizations:

NORTHWEST RESOURCE CENTER FOR CHILDREN, YOUTH AND FAMILIES loans material to interested individuals and organizations in Alaska, Idaho, Oregon and Washington. The Resource Center has the following curricula:

A. **CHILD SEXUAL ABUSE PREVENTION PROJECT: AN EDUCATIONAL PROGRAM FOR CHILDREN**

B. **FEELINGS AND YOUR BODY: A PREVENTION CURRICULUM FOR PRESCHOOLERS**

C. **SEXUAL ABUSE PREVENTION: A UNIT IN SAFETY**

D. **TALKING ABOUT TOUCHING: A PERSONAL SAFETY CURRICULUM**

Northwest Resource Center for Children,
Youth and Families
School of Social Work, JH-30
University of Washington
Seattle, WA 98195

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WASHINGTON COALITION OF SEXUAL ASSAULT PROGRAMS loans materials to rape crisis centers, child protective services workers, and criminal justice and health personnel in Washington State. The Coalition has the following curricula:

A. **SPECIAL EDUCATION CURRICULUM ON SEXUAL EXPLOITATION**

B. **TALKING ABOUT TOUCHING: A PERSONAL SAFETY CURRICULUM**

Washington Coaliton of Sexual Assault Programs
1063 S. Capital Way, Room 217
Olympia, WA 98501